

BERRY SHOALS INTERMEDIATE

300 Shoals Road
Duncan, South Carolina 29334

GRADES 4-6 Elementary School

ENROLLMENT 785 Students

PRINCIPAL Dr. Kathy Good 864-949-2300

SUPERINTENDENT Dr. Sidney Crumpton 864-949-2350

BOARD CHAIR Bo Corne 864-949-0868

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
27	33	2	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

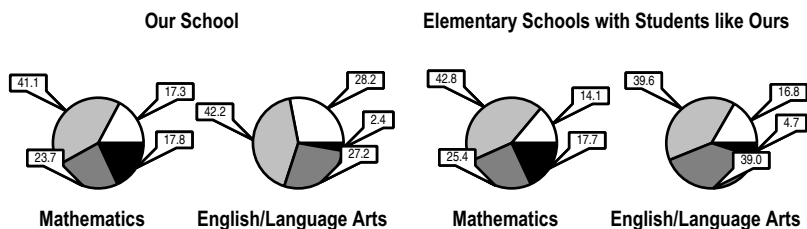
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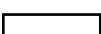
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	64	220	127
Percent satisfied with learning environment	100.0%	88.6%	82.3%
Percent satisfied with social and physical environment	100.0%	87.1%	71.0%
Percent satisfied with home-school relations	98.4%	90.5%	81.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	802	99.9	28.2	42.2	27.2	2.4	29.6	17.6
Gender								
Male	445	99.8	35.4	42.4	20.6	1.7	22.3	17.6
Female	357	100.0	19.5	42.0	35.2	3.3	38.5	17.6
Racial/Ethnic Group								
White	561	99.8	23.2	41.4	32.2	3.2	35.4	17.6
African-American	198	100.0	41.6	46.1	12.4	N/A	12.4	17.6
Asian/Pacific Islander	16	100.0	21.4	35.7	35.7	7.1	42.9	17.6
Hispanic	27	100.0	44.0	36.0	20.0	N/A	20.0	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	655	99.8	19.6	44.8	32.6	3.0	35.6	17.6
Disabled	147	100.0	64.6	31.3	4.2	N/A	4.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	802	99.9	28.2	42.2	27.2	2.4	29.6	17.6
English Proficiency								
Limited English proficient	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	795	99.9	27.8	42.4	27.4	2.4	29.8	17.6
Socio-Economic Status								
Subsidized meals	284	100.0	41.9	45.2	12.5	0.4	12.9	17.6
Full-pay meals	518	99.8	21.5	40.8	34.4	3.4	37.8	17.6

Mathematics								
All students	802	99.9	17.3	41.1	23.7	17.8	41.5	15.5
Gender								
Male	445	99.8	17.9	43.8	21.5	16.7	38.3	15.5
Female	357	100.0	16.6	37.9	26.3	19.2	45.6	15.5
Racial/Ethnic Group								
White	561	99.8	11.6	39.5	26.2	22.7	48.9	15.5
African-American	198	100.0	34.3	45.5	15.7	4.5	20.2	15.5
Asian/Pacific Islander	16	100.0	7.1	28.6	35.7	28.6	64.3	15.5
Hispanic	27	100.0	24.0	52.0	20.0	4.0	24.0	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	655	100.0	10.0	41.1	27.6	21.2	48.8	15.5
Disabled	147	99.3	48.3	41.3	7.0	3.5	10.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	802	99.9	17.3	41.1	23.7	17.8	41.5	15.5
English Proficiency								
Limited English proficient	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	795	99.9	17.3	40.9	23.8	18.0	41.7	15.5
Socio-Economic Status								
Subsidized meals	284	100.0	29.0	47.6	16.1	7.3	23.4	15.5
Full-pay meals	518	99.8	11.5	38.0	27.4	23.1	50.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	213	N/A	15.0	49.8	33.3	1.9	35.2
	Grade 5	265	N/A	22.3	40.5	36.7	0.4	37.1
	Grade 6	190	N/A	25.4	33.9	32.3	8.5	40.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	264	99.6	20.5	39.3	36.5	3.7	40.2
	Grade 5	244	100.0	34.3	48.7	17.0	N/A	17.0
	Grade 6	294	100.0	30.0	39.4	27.4	3.2	30.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	213	N/A	16.4	36.6	26.3	20.7	46.9
	Grade 5	265	N/A	23.5	34.1	26.5	15.9	42.4
	Grade 6	190	N/A	19.0	37.0	22.8	21.2	43.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	264	100.0	13.1	43.7	22.0	21.2	43.3
	Grade 5	244	100.0	20.0	50.9	19.1	10.0	29.1
	Grade 6	294	99.7	18.8	30.8	29.0	21.4	50.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 785)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	1.9%	2.4%
Attendance rate	95.1%	Down from 97.0%	96.2%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	25.0%	Down from 25.7%	24.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	17.1%	Up from 16.6%	7.0%	8.0%
Older than usual for grade	0.9%	Up from 0.7%	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 56)				
Teachers with advanced degrees	67.9%	Up from 63.6%	53.7%	50.0%
Continuing contract teachers	80.4%	Down from 83.6%	88.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	88.8%	86.2%
Teacher attendance rate	96.4%	Up from 96.2%	95.9%	95.3%
Average teacher salary	\$42,749	Up 0.8%	\$41,539	\$39,909
Prof. development days/teacher	11.0 days	Down from 15.6 days	10.2 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio	16.3 to 1	Up from 11.4 to 1	20.2 to 1	18.9 to 1
Prime instructional time	91.0%	Down from 92.7%	91.0%	89.7%
Dollars spent per pupil*	\$7,014	N/A	\$5,419	\$5,892
Percent spent on teacher salaries*	62.1%	N/A	68.2%	66.6%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	Up from 96.5%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Berry Shoals Intermediate School houses students in grades four, five, and six. There are eight hundred students in these grades who are placed in thirty-four regular classrooms. The school also serves students who are emotionally disabled and learning disabled in self-contained special education classrooms. Fourth grade teachers teach in self-contained classrooms, while fifth and sixth grade teachers teach in two-member teaching teams. Six instructional wings separate students by grade levels. Students in grade four attend computer lab and physical education classes twice weekly and also participate in art, music, and drama classes each week. Fifth and sixth grade students attend computer lab and physical education classes twice weekly, and they also select a performing arts class to attend daily. We offer band and orchestra to students beginning in fifth grade along with a fine arts course that covers art, music and drama.

This second year of school operation has been a wonderful year for Berry Shoals Intermediate School students, parents, and teachers. Students have been recognized for successful participation in activities such as band and solo ensemble performances, school and regional science fairs, and other local and state competitions. Terrific Kids and Good School Citizens were recognized throughout the school year. We are extremely proud of the progress our students have made by working hard and trying their best in academic areas. The Parent Teacher Organization partnered with the YMCA Program to provide every child with a Swim Safety Day. Two Family Festivals provided everyone with fun-filled evening activities. Scientists and Artists in Residence Programs and other community mentor programs promoted home-school-community relations. Since the school was recognized internationally for the prestigious "Inviting Schools" Award by the International Alliance for Invitational Education and by the South Carolina State Department of Education as a "Red Carpet School," the 2002-03 school theme for Berry Shoals Intermediate was "Bee Inviting." We anticipate additional success stories in years to come.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.